

# Artemis Hollington

St. Johns Hall, Hollington Old Lane, St. Leonards-on-Sea, East Sussex, TN38 9DR



<b>Inspection date</b>	19 April 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not always implement the behaviour management policy effectively to provide consistent guidance, and help children to learn to manage their own behaviour.
- Risk assessments are not always implemented effectively to ensure that all hazards and risks to children's safety and welfare are identified and minimised.
- The manager does not ensure that all children have a key person when they first start, to help them form relationships and become familiar with their new surroundings.
- The self-evaluation process does not identify all areas of weakness and practice that need to improve.

### It has the following strengths

- Children are confident and independent. For example, young children enjoy serving their own lunch and all children choose where to play.
- Children develop good mathematical knowledge. For instance, they confidently talk about numbers, colours and shapes as they play, and learn about weight.
- Children make good progress and are ready for the next stage in their learning. The manager tracks children's achievements effectively and uses this information to identify children who need extra help to catch up.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	<b>Due Date</b>
■ ensure a consistent approach to behaviour management so that all children receive clear guidance about what behaviour is acceptable	02/05/2016
■ ensure that risk assessments identify and minimise all hazards to children and that staff implement all risk assessment procedures effectively	02/05/2016
■ develop further the key-person approach to work closely with parents and meet children's individual needs, providing them with a consistent relationship from the start to support their emotional well-being.	02/05/2016

### To further improve the quality of the early years provision the provider should:

- make effective use of self-evaluation to identify weaknesses and target areas for improvement.

### Inspection activities

- The inspector observed the quality of teaching and interaction inside and outside.
- The inspector spoke to parents and considered their views.
- The inspector completed a joint observation and held a meeting with the manager.
- The inspector spoke to staff and children where appropriate.
- The inspector viewed documentation, such as staff suitability records, risk assessments and policies and procedures.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The provider does not ensure that risk assessments are implemented effectively to identify all possible hazards to children. For example, staff miss hazards, such as screws in wood in the outside play area, and they do not always routinely check that doors and gates are secure. Children are effectively supervised, including when they are playing outside. Safeguarding is effective. Staff know what to do if they have any concerns about children's welfare. The manager supports staff to develop their practice. She meets with them to provide training, coaching and support. Through training, staff have developed their skills to support children's communication and language skills further. Staff work well with other professionals to support children who have special educational needs effectively, and they seek guidance to support children's health and development.

### Quality of teaching, learning and assessment is good

Staff support children's learning and development well. They help them develop their ideas and challenge their thinking, for example, through water play. Children eagerly use the tap and pumps to transport water and think about how they can balance the large scales. Staff support children's drawing and early writing development well. Babies are encouraged to explore making marks, while older children talk about and draw their favourite superheroes. Staff explain to children what parts of the body they should include, such as the elbow and knee joints. This helps children to develop an understanding of their bodies.

### Personal development, behaviour and welfare require improvement

Staff are not always consistent in the guidance they provide to children regarding their behaviour. For example, some staff ask children not to climb on furniture, while other staff do not intervene. This does not help children to learn how to manage their behaviour. Children are not allocated a key person when they start, to help them settle and build relationships. In addition, the lack of a named key person at the start leaves parents unsure who to talk to about their children. This does not fully support children's emotional well-being. However, most children are happy and independently lead their own play. They enjoy spending time together outside.

### Outcomes for children are good

All children make good progress, including children who have special educational needs or disability and those who are learning English as an additional language. Children are confident to make choices about their play and learning. For example, they lead their own play using the wide range of resources available to them. Children are well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY480202
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	1047869
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	163
<b>Name of provider</b>	Artemis Childcare Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01424853836

Artemis Hollington registered in 2014. It is one of three nurseries run by Artemis Childcare Limited and is located in St Leonards-on-Sea, East Sussex. The nursery is open weekdays from 7.30am to 6pm, for 51 weeks of the year. There are 17 members of staff, all of whom have early years qualifications. The owner, who is also the manager, has Early Years Professional Status. The provider receives funding to provide free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

